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if it precedes the word it modifies,—details commonly left untouched in grammars. The impression as to the number of Italians, etc., in the Argentine (p. 13, 1.15 ff.) might have been clarified by a footnote.

In these days of preparation for more familiar relations with Spanish-America, books like the *Elementary Spanish-American Reader* render an inestimable cultural and social service.

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Living French: A New Course in Reading, Writing, and Speaking the French Language. Richard T. Holbrook. Ginn & Co. 1917. xvii + 480 pp. \$1.40.

The appearance of this volume is an event of great importance to teachers and students of French. It will be welcomed especially by readers of *Gobseck* in Dr. Holbrook's edition (Oxford French series, 1913), in the notes of which were manifested the competence of the editor as a grammarian (particularly in his comments on the verb), and—that rare thing in an editor—his vigorous personality. In the present work neither of these two characteristics is less prominent. The book is evidently the result of much thought, of the accumulation throughout a long period of apposite examples and illustrative passages, of close acquaintanceship with the older periods of the French language, of a keen curiosity about language, in itself and as a reflex of men's mental operations; and abounds in evidence of the author's very decided views on various aspects of the French tongue and how to learn it. From the fifth sentence in the preface—"If after all my efforts to avoid them, this book still contains misprints, or errors about which *no jury of competent Frenchmen could disagree*" (italics not author's) "correction will be made gratefully" (p. v), to the last item in the index—"Zola, Emile"—, the book has individuality, particularly in the presentation of the subject matter. "Qu'on ne dise pas que je n'ai rien dit de nouveau", says Pascal; "la disposition des matières est nouvelle".

Dr. Holbrook's scholarship is both sound and acute in statements of linguistic phenomena. Nor can there be anything but praise for the extreme care and the excellent workmanship that make the volume so pleasing physically and so free from printer's errors.¹ The use of the bold faced type for French words and phrases, in contrast to that used for the English text, is a capital device; the vocabularies and the index seem to be models of fullness and precision.²

The book is marked by several general features which at once attract

¹Are not these misprints? "M. Bergeret speaks to him and keeps him (*lui*) warm (p. 45 Exercise 15); "By adding to any of the thirty simple forms in §§ 108-109 a suitable past participle . . . we get thirty compound forms in which the past participle always keeps its simplest form unless preceded by a plural or feminine accusative object," (p. 97) there are thirty forms of *avoir* in § 108 alone, and § 109 has an equal number of forms of *être*.

The reference in the index to § 268, *a, note*, under the heading: "Numbers: formation, sounds, syntax," is surprising.

²*Argot* (p. 78) is lacking in the vocabulary. The reviewer finds no indication for the translation of "whose" in "The lady in whose house." (p. 102, 4). Cf. § 118.

attention. Let us mention some of them, in the probable order in which they would be observed.

The first lessons begins with a brief extract from Anatole France, *les Pensées de Riquet*, accompanied by phonetic notation and a translation, which is continued in Lessons II-V—perhaps a little more than a page of text altogether; Lessons VIII and IX contain short passages from *Ma Sœur Henriette* of Renan, with translation; lessons XI, XII, and XIII give anecdotes with translation, and, in one case, phonetic notation of the passage. Then come paragraphs with translation, from Zola, *le Rêve* (XIV), from Nisard, *Histoire de la littérature française* (XVII); next (XXIII) a longer extract from G. Paris, *Le Langage* (Preface to Clédât's grammar), which is continued in XLIV, XLVI. In addition, there are extracts from comedies, and numerous illustrative passages and exercises, composed or adapted by the writer. We are far here from the ideal of a "practical" vocabulary so apparent in the conception of most lesson books today. The words *class*, *classroom*, *blackboard*, *chalk*, are not in the vocabulary, and *teacher* is not found before p. 276. Though there are passages containing concrete words (see especially p. 162), the character of the selections in general, hence of the vocabulary, is noticeably literary and abstract.

With Lesson VII the reader enters on a more thoroughgoing discussion of tenses than is to be found in any introductory French grammar, continuing for seven chapters (vii, viii, xi-xv). In these the author insists on the distinction that should be drawn between a form and its function, and treats most intelligently the uses of the forms for the past tenses (See §§ 59, 62, 65, 67, 70, 71, 397, a, 398, e.). The reader soon perceives that Dr. Holbrook correctly regards the whole matter of the verb as of prime importance. Eight chapters are devoted to the subjunctive (xxxiv to xli), five to the infinitive (xlii-xlvii), five to the participles (xlvi-lix), and fifty-two pages of Part II are taken up with forms of regular and irregular verbs—in all, slightly over half the book (exclusive of phonetic introduction and vocabularies).

Another feature, as has been remarked, is the unusually large number of highly idiomatic locutions and pertinent illustrative sentences or passages to be found on almost every page. Among the last may be mentioned those illustrating futurity (§§ 85, 88), the use of the conditional form (§§ 96, 101), of relative pronouns (§ 113), of the imperative (§ 201), of personal pronouns (§ 286). It is evident that the author has had but to draw on his rich store of notes and observations to exemplify most current linguistic phenomena. Certainly this will prove to be neither the least interesting nor the least useful contribution made by the volume to the study of living French, especially for teachers and scholars.

In addition, the reader finds fuller and more authoritative treatments of several topics than are to be found in other school grammars. Here, besides all questions relating to the verb, may be mentioned the discussion of relative pronouns³ (§§ 113-142), of *quel* (§ 155), of *que* as neuter interrogative (§§ 146-148), of indefinite pronouns and adjectives (§§ 170-186), of adjective position

³The type "Le monsieur au fils duquel nous avons parlé tout à l'heure", is not mentioned in the text, (Cf. p. 102, iv, 4).

(§§ 341-351), of negation (§§ 365-380). On the other hand, he must admit a sense of disappointment at the insufficient chapter on linking (pp. 31-33); at the absence of a table of cardinal numerals with phonetic notation⁴, for which he would gladly sacrifice the page on arithmetical operations (p. 317); at the author's failure to provide lists showing infinitive usage after common verbs, and to indicate phonetically the pronunciation of the words in the French-English vocabulary. This, despite full recognition of the unusually ample vocabularies—fifty-one entries under *de*, for example, and fifteen under *faire*—, and of the author's interest in pronunciation, as manifested by his solution of difficulties on almost every page of the text.

Since, however, a book of this type is after all, intended chiefly for classroom use, it will be considered here primarily from that point of view.

The volume contains Part I of seventy-seven Lessons or Chapters, and Part II of sixty-three pages, devoted to verbs (regular and irregular) and to observations on the gender and number of nouns—four hundred and four pages, exclusive of the vocabularies.

Part I is preceded by a Statement to the Teacher (6 pp.) and begins with a treatment of pronunciation from the phonetic standpoint (31 pp.), the author holding that an accurate realization of speech sounds is the foundation of all linguistic studies (p. xii). Since, however, he has purposely abstained from giving word lists with phonetic notation for each lesson, and since pronunciation is not indicated in the vocabularies, beginners must rely on the instructor for the pronunciation of most of the words, despite the attention paid in the text to numerous special difficulties.

Certain details of the chapter on pronunciation call for a little comment. It is almost sure that beginners would follow more easily the description of the organs of speech (pp. 4-5) and of the vowels (p. 11) if aided by pictures to visualize the functions of the organs and the points of utterance. It is highly probable, in fact, that they will not greatly profit by this exposition unless guided by a competent phonetician. For example, if they endeavor to isolate completely, t, k, l, etc. from all vowel sounds (p. 6); to distinguish between close and open vowels (p. 9) after the mention in § 3, c; to use the terminology 'plosive', 'fricative', 'continuant' (p. 17) after the explanation in § 3, b; to understand the nature of weak vowels (p. 14), of which no further account is taken in the text; to form [R] by the "vibration of the uvula against the back of the tongue" (p. 20)⁵ to comprehend readily 'oxytonic'; 'paroxytonic', 'proparoxytonic', and the whole discussion of Stress (pp. 25-27) —, they will succeed only after much explanation and simplification by an instructor who knows a good deal about phonetics.⁶

⁴The note on p. 315 is not clear to the reviewer; is it not permissible to say "*en mil neuf cent dix-huit*"?

⁵Compare Passy, *Sons du français*, 7th ed. p. 98, but contrast Nicholson, *Introduction to French Phonetics*, London, 1909, p. 66.

After referring the reader to Passy (p. xii), Dr. Holbrook remarks: ". . . it is assumed that standard French employs the uvular r [R]." Passy (7th edition, p. 99) says: "En somme je crois que c'est le son ([R]) employé par la grande majorité des Français, surtout hommes—. Au point de vue de l'enseignement aux étrangers, il est indifférent de faire prononcer [r] ou [R] en parlant français—".

⁶It is puzzling to be told that [ɔ] is "approximated by the vowel of *hub* (American pronunciation), and a little nearer to the vowel of *cord*" (p. 12, d). Surely the first comparison

Dr. Holbrook's remark, "We can best learn how to link by carefully observing how educated French people speak in every day conversation, but something can be learned also from phonetic transcriptions. . . . , and a few statements of general principles should be useful" (p. 31), is eminently just. The reviewer, however, would go further and say that since it is manifestly impossible for beginners to profit by conversation with French people, they can be helped immensely by phonetic transcriptions and by a half dozen or so precise statements of the chief cases in which linking occurs.⁷ Most school texts show no evidence that their authors are aware of the possibility of offering any specific suggestions in more than two or three cases of *liaison*, and every teacher realizes the utter inadequacy of the directions that nearly all the lesson books give. One would expect Dr. Holbrook's treatment to be fuller and more precise than it is.

On the whole, these pages on pronunciation are too difficult for beginners, and the discussions belong to a first book in French rather because of their brevity than because of their simplicity.

In his Statement to the Teacher the author says, "For students not yet in college most of the seventy-seven Lessons will be too long; but shorter assignments are possible. Thus Lesson I may be cut in two at 38, etc. In colleges or universities approximately one year's work should suffice for the whole book" (p. xvii). Most teachers of beginning classes, alike in secondary schools and in colleges, have come to believe that it is inadvisable to crowd the early lessons with material, especially if an appreciable amount of time is to be spent on oral work. The wide popularity of texts of the type of the Fraser and Squair and Chardenal books is largely due to the fact that, whatever be their defects, they are arranged with the student's capabilities in mind, rather than on the basis of all that it would be desirable to have him learn. Thus, in the appraisal of a new first book in language it is not utterly stupid to count up what the pupil is expected to acquire in a given number of lessons and to test the feasibility of the plan by a comparison with the classroom experience of a group of beginners.

The first chapter of *Living French* contains facts in regard to: definite article (sing. and pl.), indefinite article, generic noun, gender and number of nouns (including *animaux*), *des* as plural of *un* and meaning 'some', present indicative of *avoir*, personal subject pronouns, interrogation with *est-ce-que*,

is misleading in the majority of cases despite the presence of the bilabial, and suggestions for lip-rounding are a necessary part of the directions for making this sound.

The experiment suggested on (p. 12, e) yields the opposite of the result indicated in the text. If the position be taken for [a] and the resonance chamber be enlarged by placing the hollowed palm loosely over the mouth, the result is [a].

A contrast between French and English position in the pronunciation of [t, d, n] would have been helpful [pp. 18, 19].

The paragraph on *l mouillée* is superfluous since that sound is "wholly obsolete in Northern France" (p. 20).

The remarks on Intonation (p. 27) are too indefinite to do more than point out that differences exist between the intonation of French and of English. The directions for punctuation are rather lost in the chapter on Breath-groups (p. 30).

Definite references for the "easy and useful experiments" spoken of on page 30 might be of value to teachers.

⁷Cf. for full discussions, Nicholson, *op. cit.*, pp. 78-113; Martinon, *Comment on prononce le français*, Paris, 1913, pp. 355-392.

and sixty French words, of which about forty-three are utilized in the English-French exercises (p. 38). The second chapter deals with the present forms of *être*, *trouver*, *priver*, *parler*, *se priver*, *s'approcher*, the direct and indirect object pronouns, 'proclitic',—a total of forty-four verb and pronoun forms; negation with *ne*; and forty new words. In each of chapters 1-5 we find an average of fifty-two new French words. Chapters 3-10 treat or involve some knowledge of the following topics:

III. *de* and *à* plus article, partitive, present of *offrir*, *tout ce que*, *ces*, *ceux*, your, his.

IV. generic article, omission after quantitative words, predicate noun with and without article, *qui? quel? où? parle-t-il?* (explanation of *i*), *est-ce que*, *mangé-je*, *parlé-je*, adjectives in *e*, relative *qui* (in exercise).

V. Partitive before adjective, adverbially, negatively; possessive adjective (all forms); *mon* before feminines; agreement; *ne*. . *pas*; *celle-là*; feminine of adjective.

VI. Comparison (cf. § 55, note 2): adjectives (with *plus*, *moins*, *aussi*, *comme*), synthetic comparison (*meilleur*, *moindre*, *pire*), comparison of thing with itself; adverbs: *peu*, *souvent*, *de plus en plus vite*, *plus*. . *plus* = the more. . . the more, *mieux*, *moins*, *bien pis*, *plus mal*, *le mieux connu*. Possessive pronouns. Interrogation: word order with noun or demonst. pronoun subject. *Cela*. Omission of article after *parler*.

VII. Tense values of forms for imperfect. Forms of "group B"; *parlais*, *étais*, *avais*. Insufficiency of terminology; danger of confusing form with function. Past definite and past indefinite; observations on translating these forms (half page); contrasting examples of B and A p.p.

VIII. Paradigms for "group C": *parla*, *fus*, *eus* (of *recevoir* in note); tense values; usage. Paragraph of *Ma sœur Henriette*. Analysis of tense (two-thirds page). Demonstrative adj. with *-ci* and *-là*; repetition. Comparison of forms of groups A, B, C.

IX. Paragraphs from *Ma sœur Henriette*. Colloquial vs. literary usage. Past part. with *avoir*; agreement; forms of A p. p., B p. p. Past part. with *être*; forms of A p. p., B p. p.; agreement; variations of pure adjective forms; participle agreement in passive. *Ce* as neuter demonst.; *ceci*, *cela*, *ça*. *Trois heures*, *trois heures et demie*.

X. *Ce* as apparent subject, with neuter adjective form, for *il* standing for a noun. *C'est que*; *c'est que* vs. *c'était que*. *Ce* plus relative clause; *c'est ici*, *c'est là*. *Ceci*, *cela* as subjects, objects, with *tout*, no inserted relative. *Celui*, *ceux*, *celles*, *celui-ci*: omission of *-ci*, *-là*. *Ce qui*, *ce que* in indirect questions. *Quel* (in note).

Now a comparison of this summary with the usual first year course in high school⁸ brings out what a large amount of grammatical material is to be found in the first ten chapters—say twenty lessons—of Living French. If to this were added a very small number of facts bearing on the following topics: forms of future and conditional, *lequel*, the imperative, subjunctive, and infinitive, numerals, adjective position, stressed pronouns and pronoun order, with a table of conjugations—, most teachers would consider it sufficiently

⁸Cf. the article by Miss Spink in the January JOURNAL, which covers the ground.

abundant for a first year course. This volume, then, contains enough matter for two or even three years of secondary work. It is obvious too that certain features—the treatment of tenses and the subjunctive, for example,—would have more meaning for third year than for beginning students. Even in colleges and universities few classes could profitably complete the volume in less than two years.

At this point let us mention several of the less essential features of Living French, which will, however, bulk large to any one using the book for the first time. These are: a new method of indicating verb forms, in an effort to distinguish logically between the names of forms and the names of their functions; the use (without explanation until § 300, 6) of 'proclitic' and 'enclitic' to designate the unstressed (conjunctive) personal pronoun forms and of 'stressed' and 'unstressed' instead of disjunctive and conjunctive; the division of verbs into two groups, the living (-*er*, -*ir*) and dead (-*oir*, -*re*) conjugations. While the last of these features, like the first, is based on linguistic fact, one can but question the expediency of insisting on it in a book for beginners. It makes little difference to the student whether certain very common verbs belong to living or dead types: *vouloir* and *parler* are equally living as far as his experience goes. Neither is it of any great practical importance in what order or by what number he studies the more regular verb types, or whether he learns three or four conjugations: it is important, however, to introduce no unessential terminology. As to the classification of pronouns, it may be said that the terms 'disjunctive' and 'conjunctive' are more readily associated with the respective functions of the two groups and thus have a certain advantage.

The author's device for clarifying the form *vs.* tense difficulty demands more attention. Outlined in the Statement to the Teacher (pp. xiii-xvi), it is first applied in Lesson VII. The author holds that the current tense names, which aim at indicating the functions of the various forms, fail to characterize uniformly and invariably;⁹ that the form which we call the present, for example, may have in a given case a future function; that *il sera malade* is not necessarily future, nor is *il serait malade* necessarily conditional or past future. There are, he points out, twenty-nine or more defining names in use for fifteen possible groups of forms. Consequently he proposes to designate the groups of indicative forms by letters: A (*donne*), B (*donnais*), C (*donnai*), D (*donnerai*), E (*donnerais*), A p.p. (*ai donné*), B p.p. (*avais donné*), etc.; and to designate the two subjunctive groups as L. S. (*donne*) and O. S. (*donnasse*) respectively, while the compound forms are naturally called L. S. p. p. (*aie donné*) and O. S. p. p. (*eusse donné*).

⁹The Joint Committee on Grammatical Nomenclature evidently did not consider it practicable to attain this uniformity, for while they say in one place: "A given term should describe as exactly as possible the phenomena to which it is assigned" (Report, p. vii), we find in another: "The name of each tense should, if possible, carry a natural and *practically sufficient* (italicised by reviewer) meaning appropriate to that tense and no other—Where a given form does not distinguish between two or more tense meanings of which it is capable, that form, *as such*, should bear but a single name". (Do. p. 18). But a remark that occurs further on (p. 38) is calculated to rouse Dr. Holbrook's ire: "The first of these tenses (*étais, écrivais, etc.*), presents an act as in process or habitual, or a state as in existence, at a past time which the speaker has in mind. *Its office is always descriptive* (italicised by the reviewer); and its proper name is, therefore, the *past descriptive*."

Whatever judgment may be passed on this particular scheme, the author's contention has a basis in fact: it is certain that our would-be descriptive terminology is often wide of the mark. All instructors are aware of the difficulties that arise in teaching the past tenses, though many ascribe them to inadequate or false statements in text-books, repeated by teacher after teacher, rather than to a defective terminology. Students who have read and heard repeatedly "The imperfect tense indicates continued action in past time," and know only that, may be expected to mistranslate consistently the type: "It rained all day yesterday," or "I stayed in the country for three weeks." One may venture to say, however, that Dr. Holbrook's analysis of the *functions* of what he calls the B group (forms in—*aïs*; §§ 59, 62, 70, 397, a) will probably do more to clear up this particular difficulty than his new designation of forms.

It is well to consider how this presentation works out. Section 60 is headed: "Examples of the imperfect or past descriptive tense forms. Group B." Then follow the forms *parlais*, etc. In § 61, a, we read, "*Si je parlais, elle m'écouterait*, may mean either, 'If I were talking' (now). . . , or, 'If I talked' (tomorrow or at any future time). . . ." Aside from this and other just observations, the net change caused by the introduction into this chapter of the term "group B" is not appreciable, except as the discussion gives rise to the following sentences: "Again, *s'il me tuait?* (Suppose he should kill me?) expresses an act which is not only future but instantaneous; therefore not 'imperfect,' except as everything future is imperfect (*imparfait*), (not finished). Again, if by *descriptive* we refer to any mental picture, the form *était* is not descriptive in, say, *c'était vrai* (That was true), though the condition that it reports is past. The term descriptive necessarily varies in appropriateness according to the degree of visibility that a given verb happens to attain."

In the chapters in which the forms *parlai*, *parlerai*, *parlerais*, *parle* (pres. subj.) are taken up, the situation is much the same. It is only when treating the forms, *ai parlé*, etc., that the author definitely cuts loose from the usual method of designating the forms, and notes them as A p.p., B p.p., etc. Had Dr. Holbrook been vain enough to consider the case for form *vs.* function won by his preliminary argument, and not thought it necessary to carry on in the body of his text the combat against existing usage, he might have devised a presentation of the new plan which would make its peculiar merits stand out so clearly as to impose itself upon those who use his book. As things stand, most teachers who adopt this volume for class use can and will adhere to the familiar terminology, and will even basely descend to encouraging their students to substitute 'perfect' or 'past indefinite' for "group A p.p." They cannot, however, fail to profit by the discussion of the tenses as presented in Living French, and the author will no doubt agree with the reviewer in regarding this as a capital consideration.

The title of the book indicates specifically that the author considers Living French an introduction to the spoken as well as to the printed language. We have already remarked on the abstract character of the vocabulary, and there is not much definite provision for oral work, for, says the author

"... some quizzes in French are offered; but these latter become monotonous in print, occupy a great deal of space, and can be readily invented by anyone who speaks French." In view of this one is surprised to encounter in Lesson VII, "Learn to think in French as soon as possible"; and still more amazed to read the following note: "Les professeurs qui se servent exclusivement de la methode directe n'auront qu'à résumer en français le contenu des §§ 382-427" (p. 343).¹⁰

There are, to be sure, some good exercises in shifting tenses, moods, pronouns, in supplying correct forms, and at least two short questionnaires (pp. 126, 146), but exercises of the English-French type predominate, despite an occasional indication like this: "(Causerie) Molière et la Comédie-Française" (p. 126); or like this: "Causerie sur les saisons et les temps" (p. 138). On the whole the book has less apparatus for oral work than most recent school texts. True, a resourceful teacher, whose program is not too crowded, can provide exercise material of this kind, but when the text-book in use makes oral work difficult to avoid, more of it is done in more class rooms. The strong feature of this volume, on the side of the spoken language, the feature that goes far toward justifying its title, is the remarkably large number of examples of colloquial French usage, exemplifying all or nearly all current idioms. So large is the number in fact, that only many oral exercises, involving much repetition through a considerable period of time, would make them a convertible part of the learner's linguistic assest.

The exercises for translation from English into French are abundant, original, and often difficult (cf. p. xvii, 7). Here are a few sentences from the early chapters: "Does a debt become larger as it approaches?" "When they (men) are close upon me, they are enormous (Lesson I). "I always succumb when M. Bergeret holds out food to me under the table" (Lesson II). "These sounds have meanings, but these meanings are less distinct than those I express" (Lesson III). "The enemy that spies upon me when I am eating is swift to act and full of wiles" (Lesson IV). "Children who yell when they play tag are hateful, and a man in rags is always full of enmity" (Lesson V) Such sentences and the texts on which they are based will surely make the student reflect, but it is decidedly open to question whether they will help him greatly to do what is called in the class room, somewhat ambitiously, "thinking in French."

Will they teach him to write French? To a certain extent, of course, but the reader is not prepared by what has gone before to find in Lesson LXXIV (p. 330) the following exercise: "Free Composition. Using either the vocabulary in §§ 370-372 or other words, write in French to illustrate freshly each paragraph of § 370 a letter, an anecdote, a personal experience, or whatever you please; about 300 words" (Cf. similar exercises, pp. 334, 338). The teacher who believes in some independent writing by the student as one of the effective ways of making him utilize, and assimilate his linguistic

¹⁰As an extreme example: "In D and E we find *au* (formerly *av*); see §§ 84, 91, 394. In L. S. (§ 202, a, and § 204) we find *ai* [ε] and *ay* [εj]. In C. and O. S. (§ 398, c, and § 399, c), all that remains of *av* is silent *e* (*eu*- instead of *-u*-, and *euss*-, instead of *uss*-); likewise *eu* (p. p.) instead of *u*; compare *eu* [y] 'had' with *vu* [vy] 'seen', and see § 405. On *ai-je* [ε: ʒ] see § 403, a. As to the general character of *avoir* see §§ 402-406" (§ 425).

acquisitions, will have begun simple exercises of this nature long before reaching Lesson LXXIV; and the students of those who do not approve of beginning such work early, will not do these assignments so as to satisfy Dr. Holbrook. Next to conversation, composition as now conceived is the most difficult part of the course to direct properly, and teachers have the right to look for definite help and suggestions from the authors of the lesson books they use.

So much for the method evidenced in *Living French*, as seen from the fixed point of the reviewer's desk. From the more mobile teacher's chair, other aspects of it might become more prominent.

Turning more specifically to content, one observes that one or two topics are not treated with the desired clearness or, perhaps, with sufficient dogmatism for elementary students. One of these is the use of the neuter demonstrative *ce* as the apparent subject *versus* a personal pronoun (pp. 69, 71-72, 103), and introducing an initial clause before an infinitive or a *que* clause (pp. 219, 267). Another is that of the personal pronouns (pp. 37, 40-41, 243-270). The rather summary treatment of these in the earlier pages provides many examples of the 'proclitics', but few explicit statements about position, and mentions two or three stressed forms only in an exercise (p. 42, II, 4). Forms like *elles*, *eux* are not discussed until page 243; they occur once or twice before that (p. 103), but it is not sure that the student will realize the connection between *eux* and *lui*. The longer treatment (pp. 243-270) is suitable for advanced students only, and gives the impression of being rather an interesting collection of phenomena than usage so classified as to make a sufficiently clear cut impression on tyros in French. This remark applies, also to the chapter on prepositions with names of countries (pp. 295-298). Such a discussion is of value as a corrective to an over rigid conception of how things must be said, but the beginner will find it difficult to get here the two or three facts, which, while not exhausting possibilities, will enable him to employ names of countries correctly in the two or three sentences that he wants to use.

Grammars are, of course, of two sorts. The class room type, intended for pupils of high school age or college freshmen, who know little or no French, groups and classifies simply the principal phenomena wherever these may be reduced to "rules," emphasizes similarities rather than divergencies, and, for the time being, ignores as "exceptions" or "idioms" many phenomena that are, however, of the greatest importance for a thorough knowledge of the language. In such a book the French material, of the earlier lessons at any rate, may seem stilted and poor to one who knows the language well. Unless he has a sympathetic understanding of the learning process, such a person will demand something more savory, something richer, something "more French." In other words he fails to realize that the very material he calls for, presents to beginners in language the most troublesome obstacles, because of its utter newness, whereas the phenomena common to language in general are reinforced by many associations. Even constructions like *je suis allé* and *je me lève* are often sources of trouble at the end of the first half-year, despite repetition. The framework must be first put

together. When it seems to stand fairly solidly, the good teacher sets to work to fill it in. In doing this he must usually rely on material drawn from the reading, and when a lesson book makes a real contribution to the undertaking he is grateful.

The other type of grammar, a manual for advanced students, and teachers who still study, is arranged logically, systematically, and contains thorough going discussions of the topics under the various grammatical categories, with ample attention to the inconsistency of usage. It gives proper place to considerations arising from the philosophy of syntax, and on controverted points indicates current opinion without being drawn into a polemic. It contains abundant examples and a rich store of idiomatic expressions. If intended as a lesson book, it provides copious exercises, in which this idiomatic material and the difficulties of syntax are often reworked through oral and written composition.

It cannot be said that Living French conforms to either of these types, but a review that regards the volume almost exclusively from the pedagogical point of view, does not cover the ground. For that it would be necessary also to consider it in detail as a contribution to the study of modern French grammar, and to point out in it more than one instance of the competent knowledge of the French language displayed by the author. This, after all, is its peculiar and unusual merit. Whatever reservations are to be made in regard to the use of the book in the classroom, it may be recommended to all students of the language as doing for many of the usual phases of French grammar what Armstrong's Syntax has done for the French verb.

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Gustav Adolfs Page von Conrad Ferdinand Meyer. Edited with Introduction, Notes and Vocabulary by Robert Bruce Roulston. New York, Henry Holt & Co., 1917. xxviii + 160. 45 cents.

Professor Roulston has given us a good edition of *Gustav Adolfs Page*. Judicious care has been exercised in preparing the introduction, notes and vocabulary, and thus abundant material is provided for profitable study of a fine bit of historical fiction. Some of Meyer's writings are peculiarly suited to use in the classroom. There is hardly a trivial or insipid line in Meyer's productions and through repeated perusals one comes to appreciate more and more the fine polish that has been wrought at the expense of great care, and occasional impressions of rigidity and artificiality obtained on first acquaintance are diminished. Meyer has more of Gottfried Keller's superb humor and realism, his world is that of far-off history, and even this is turned to suit his fancy, but he does always present a picture of some great event or character that richly repays one's attention, so that one lays his stories aside with the feeling of having been refreshed and strengthened, if not exalted. Meyer was a noble man of earnest, ardent, honest, artistic aspirations and a breath of his spirit inevitably pervades his work.